Much of what our Society does as a learned society is what learned societies do. We hold and sponsor lectures and seminars. We award prizes and fellowships and provide research support for early career scholars. We issue our Transactions, as well as a range of other publications, ranging from ‘first books’ in our Studies in History series through to our venerable Camden series volumes (172 years old and still counting!). In recent years we have also started to co-produce in electronic format (with Brepols and the Institute of Historical Research) the indispensable bibliographical aid that is the Bibliography of British and Irish History.

In addition, we also do our best to keep our membership informed of broader developments affecting our community. Our Newsletter plays a role in this, as do the email circulars we send out. At the time of writing, for example, in late April, I am framing a memo alerting colleagues to the threat of closure hanging over one of Britain’s major resources for women’s history, the Women’s Library.

As Britain’s oldest and largest learned society devoted to the promotion of history as a discipline, we also feel we have a duty to represent the cause of historical scholarship more broadly. Responses to a questionnaire to our membership a year or so ago suggested that our Fellows and Members look to us to do our very best to defend the interests of our discipline at what is clearly a difficult time. We need to complement our discipline-building activities, in other words, with efforts to turn outwards to the wider world and to be more effective in transmitting our belief in the broader value of our research and teaching. The STEM subjects seem currently to have many of the best tunes in this regard. We as learned societies in the arts and humanities need to bang our collective drum more loudly. This is all the more the case in that many other bodies and institutions in our sector seem reluctant to do so for us.

The Society seeks to speak out for history in a variety of ways. Realising that strength lies in numbers we hold regular
meetings to keep abreast of developments and to coordinate activities with related bodies in our field, such as the Historical Association, the Institute of Historical Research, History UK (HE) and the History Head at the Higher Education Academy. We are also keen supporters of cross-disciplinary groups such as Humanities Matters and the Arts and Humanities Users Group (AHUG). These contacts are especially useful for as regards relations with public bodies such as the AHRC, the ESRC, HEFCE and the British Academy.

In the current issue, the Society’s President-Elect, Peter Mandler, who chairs the Society’s Education Policy Committee, highlights some of the ways that we have been working recently in regard to education policy. Education policy is only part of what we do. But our efforts in this area exemplify our recognition of the need for the Society to build links to policy-makers.

Although we have enjoyed good relations in the past, the change of government in 2010 and the subsequent shift in the political atmosphere has given us a new set of incentives to do more. We are very fortunate to enjoy good relations with historians who play a significant role in public life such as Peter Hennessy, Patrick Cormack and Paul Bew (now all members of the House of Lords) and MPs such as Tristram Hunt and Chris Skidmore. Such good friends to our discipline have been of invaluable help in allowing us to put our views to policy makers. With the help of Lord Cormack in particular, I have been able to organize discussions between delegations of historians and both Education Minister Michael Gove and Universities Minister David Willetts on key matters of education and research policy. We hope to take such discussions further in the future. I am also an observer member of the organising committee of the All-Party Group on Archives and History, chaired by Dr Hywel Francis (another of our Fellows and another friend of our discipline). In the present climate seeking to bend the ear of government and politicians is something the Society cannot afford not to do.

Gerald Aylmer Seminar

One hundred people signed up for this year’s Gerald Aylmer Seminar, held at the Institute of Historical Research. The chosen theme was ‘Locating the Past’. Experts from a range of backgrounds were asked to consider how new and emerging technologies were changing historical research and how the interface between the disciplines is shifting.

The seminar is an annual event co-hosted by The National Archives, the Royal Historical Society and the Institute of Historical Research. It is held in memory of the late Gerald Aylmer, past President of the Society and Chairman of the Historical Manuscripts Commission, and aims to address subjects of joint interest to historians and archivists – this year the discussion was opened up for geographers to contribute too.

In a fascinating keynote address, Tim Hitchcock (University of Hertfordshire) talked about the ‘bonfire of the disciplines’ when referring to the breaking down of the barriers between history and geography and ‘the mash up of text and space’. Tim also highlighted the story of Charles MacKay (or McGee), a crossing sweeper in London who frequented the same spot in Fleet Street every day for more than 30 years prompting the question ‘do some people have a greater right to appear on a map than many buildings?’

The day also consisted of three lively and thought provoking panel sessions. Highlights of the sessions included presentations on overlaying Tudor paintings on modern day landscapes, archiving everyday possessions, mapping emotions prompted by the scenes in the Lake District, the relationship between a place and a surname as well as an important discussion about getting the public involved in locating the past.

The presentations prompted many interesting questions and musings and there was an unmistakeable enthusiasm for the subject both in the room and amongst those following the proceedings on Twitter. This annual seminar is really going from strength to strength.

If you have any ideas for next year’s theme please contact Ruth Roberts at: research@nationalarchives.gsi.gov.uk
Geography, Art and the sinking of the Mary Rose

Dominic Fontana, University of Portsmouth

The sinking of the Mary Rose, on 19th July 1545, was a major event in England’s history. Henry VIII watched as the Mary Rose, pride of his Navy, suddenly capsized and sank whilst engaging a large French invasion fleet off Portsmouth. The events of the “Battle of the Solent” were recorded in several written accounts as well as a panoramic painting. Much work has been done studying the history and archaeology of the Mary Rose herself but until now no one has quite understood what happened during the battle. New research methods using Geographic Information Systems (GIS) present some new insights.

GIS are computer mapping systems which can create maps of places or events by integrating modern Ordnance Survey maps with historical data from sources such as paintings or narrative accounts. Layers of information can be built up using any data that can be geographically located to a particular place or coordinate. GIS can even create 3D models of a landscape. This helps us to understand the geographical setting and in this case, some of the constraints imposed by the geography including the shallow sandbanks and strong tidal currents of the Solent and their effects on the ships. We can use the GIS to work out the distances between opposing ships and to calculate how long manoeuvres might take so that we can better understand the circumstances faced by the crew and their commanders during the stages of the battle.

One of the most useful sources of geographical information has been the panorama showing the battle off Portsmouth. A 3D computer model of the Solent landscape was rotated and scaled in the GIS until the viewpoint of the picture was replicated. It was then possible to plot the location of known fixed objects such as forts and to make good estimates of the positions of the ships. In turn, it was then possible to add the underwater seabed contours and to calculate the tidal regime and its currents, based on the Moon phase for the 19th July 1545. This was then used to make a series of visualisations, presenting the interaction of these elements estimating the route and timing of the Mary Rose’s final, short passage across the Solent. There are very few possibilities where a combination of sufficiently deep water and a good defensive anchorage position coincide, which made it possible to determine the starting position of her journey reasonably precisely. From this, various scenarios for ship movements can be explored and related to the written accounts of the battle. Both the contemporary French account of the battle by Martin Du Bellay and the GIS model suggest that whilst at anchor in the Solent, the Mary Rose had been taking incoming artillery fire from an advanced party of French galleys for several hours before she set sail to attack the enemy.

If the Mary Rose made a speed of 3 knots across the Solent, her final passage would have lasted around 25 minutes. This would have enabled her to bring her main broadside armament to bear on the attacking French oar-powered galleys for about 7 minutes and it would have then taken just 6 minutes from the end of the engagement to the moment of her sinking. Whatever the initial cause, her open gunports dipped below the surface of the sea and she very rapidly filled with a destabilizing quantity of seawater and suddenly capsized.

The Mary Rose was excavated in 1982 and is now being conserved in Portsmouth Naval Dockyard.

There is more information available at: --
http://www.myoldmap.com/dominic/maryrose/
The Historical Association

Rebecca Sullivan, HA

The Historical Association was founded in 1906 as compulsory elementary education was becoming the norm and the range of subjects growing to include the relatively new school discipline of history. By the end of the nineteenth century a number of ‘subject’ associations were in existence. The Mathematical Association had been founded in 1870, the Geographical and Modern Language Associations in 1893, the Classical Association in 1903.

A growing number of local groups of history teachers and academics soon led to the formation of a national association for history. The initial aims of the HA included ‘the representation of the needs and interests of the study of History and of the opinion of its teachers to governing bodies, government departments, and other authorities having control over education.’

From the outset the Association was intended to be complementary to the Royal Historical Society. Its aim was to bring together teachers of history from primary (or elementary schools) with the fledgling university professionals. But from very early on the Association acquired a further aim expressed by Professor Tout in 1911 ‘... that now we are becoming strong and well-established we shall not forget that we can also make ourselves an Association of students, a body desirous of furthering the study and the investigation of history.’

The growing non-professional interest in history was quickly reflected in the Association’s branch structure. Whilst branches in large cities or near universities and teacher training colleges attracted history teachers looking to support one another, other branches began to spring up appealing to members of the public wanting to learn more about history. Membership, which had originally been open to ‘all persons engaged or interested in the teaching of history’, was widened, therefore, and in January 1917 a revision of the constitution explicitly provided for the admission of ‘all persons interested in the study and teaching of history’.

The HA’s branches grew during the 1920s and 30s to 83 before dipping during the Second World War. In 2012 the Association has 54 branches around the UK who between them put on around 350 talks, walks and historical visits each year. The links between the Royal Historical Society and the HA are clearly visible at branch level; many branches have close ties to their local university and all branches are dependent on the goodwill of our academic colleagues as speakers.

The branches are one reflection of the HA and of the fascination the British have with history - and not just our own history. The range and variety of talks and visits at HA branches is quite an education in itself.

Access to the HA and its expertise is not only available through the branches. Pretty much from the beginning members have received one or more of the HA’s publications. Its scholarly journal, History, has been published since 1916 (although it was published independently from 1912) and is still one of the biggest selling international journals for history.

In 1983 the HA began publishing The Historian, an illustrated magazine with accessible, readable articles by well-known experts, research pieces from HA members and a strong local history section.
For a long time the HA also published a large number of pamphlets; some on topics of general historical interest, some specifically on local history and many on a huge variety of teaching issues and concerns. Pamphlets became economically unviable during the 1990s as independent bookstores closed making distribution networks more difficult. Many of the classic HA titles are still available online and many more are in the process of being digitised. The current HA President, Professor Jackie Eales, is planning a new general series as e-book and kindle technology has made publishing once more a viable option.

The HA was an early and formative force in the study of local history. The Village History Committee, which later evolved into the Local History Committee, was first convened in the 1920s. In 2001 the Local History Committee was the driving force behind what started out as Local History Week and has grown into Local History Month (usually May). This was very much a partnership with a vast range of local history, family history and archaeological societies and groups. The HA's local history publications are still popular downloads from the website, particularly the Short Guides to Records. The local history side of the HA was broadened in 2009 to take in the growing area of Public History.

At the core of much of what the HA does - and has done over the years - are still the original aims ‘to support the teaching and learning of history at all levels’. The HA has long been prominent in developments in the teaching of history in schools. The journal, Teaching History, was first published in 1969 and is now the HA's biggest circulating membership publication. Alongside this sits Primary History. More recently, the HA has been developing digital support for both teachers and students. The website has been one of the great successes of recent years for the HA with around 30,000 unique visitors each month. With huge amounts of help and great goodwill from our colleagues in university departments, the HA has spent the last couple of years putting together a broad range of supports for A Level (and now GCSE) students in the new Student Zone section of the website.

For many people, their first encounter with the HA was as a student either at a branch meeting, through one of the pamphlets or through articles in *History*. We continue to reach out to students not only through the website but through competitions and awards. Perhaps the most striking and successful of these is the Great Debate held on a rolling two-year cycle for 16 to 19 year olds. The final of the 2012 Debate was held only a few weeks ago at Merton College, Oxford with 24 young finalists from all over the British Isles. Their subject was ‘Why does history matter to me?’ The diverse, fascinating and entertaining arguments can be heard on the HA’s website.

The current concerns regarding history’s place in the school curriculum has been an agenda the HA has done much to inform. Indeed the HA has been at the forefront of curriculum development since its inception and many members have been leading figures on national examination review and reform.

In 2009 the HA began an annual survey into the state of history teaching in English schools. Findings from these have been quoted in a large number of newspaper articles on the subject, by the Secretary of State, by other members of parliament and in a recent debate on school history in the Lords. The HA continues to advise ministers, MPs, policy makers, civil servants and others on history in schools and campaigns for access to specialist history teaching for all pupils. The HA, like many similar organisations, is dependent on a huge number of volunteers to keep going. There’s rarely enough money to do as much as we might wish but we have been fortunate in the last few years with two very generous legacies which helped us to start a bursary fund for teachers and a small award for archival students as well as grants for our branches. For more information visit: www.history.org.uk
The Economic History Society

Jane Humphries, Oxford University
Robert Fearon, Leicester University

The Economic History Society (EHS), which was founded in 1926, exists to support research and teaching in economic and social history through publications, conferences, workshops, the finance of research fellowships and research grants and through bursaries and prizes for early career scholars. In conjunction with other relevant bodies, the Society also acts as a pressure group to influence government policy in the interests of history. EHS officers liaise regularly with funding agencies such as HEFCE, SHEFC, the AHRC and the ESRC.

The EHS holds an annual two day conference at a different university each year, which attracts a lively international audience. In order to encourage attendance by scholars concluding their postgraduate studies, the Society devotes a half day of the conference for presentations by “new researchers” and offers a number of bursaries to cover registration and accommodation costs. A prize is awarded at each conference for the best new researcher paper. The Thirsk-Feinstein Prize is also awarded annually for the best doctoral dissertation in economic and social history.

The Society issues the Economic History Review, a highly ranked peer reviewed journal which is published quarterly. The articles appearing in the Review cover a wide range of topics including economic, social, financial and agricultural history and each issue contains an extensive Book Review section. The T.S. Ashton prize is awarded biennially for the best article published in the Review by an author who is either within five years of the completion of his/her PhD, or one who has no previous publication in the field of economic and social history.

The EHS has a flourishing Women’s Committee which encourages female participation in all areas of economic and social history. The Women’s Committee sponsors an annual workshop and has a dedicated session at our conference.

The Society also supports a Schools and Colleges Committee which, through links with teachers and lecturers, helps to promote economic and social history at secondary and tertiary levels.

Delegates of the EHS Conference, at St Cather-ine’s College, Oxford, April 2012

The EHS takes great pleasure in supporting a wide range of grants and awards in order to encourage and stimulate interest in our discipline. The Initiatives and Conference Fund supports otherwise unfunded workshops, special meetings or initiatives that might lead to publication in leading journals, particularly the Review, or papers for the annual conference.

A significant proportion of the Society’s resources are rightly directed towards support for students. In conjunction with the Institute of Historical Research the EHS offers up to five one year post-doctoral Fellowships in economic and social history which are held at the Institute. One year bursaries of £5,000 are available to assist doctoral students, either full or part-time, who are not otherwise fully funded.

Bursaries are also available to support post graduates who have been selected to attend the IHR hosted Introduction to Methods and Sources for Historical Research. The Research Fund for Graduate Students supports travel and subsistence for a variety of otherwise unfunded research visits and the Grants for Undergraduates are available to fund relevant dissertation work. Recently the Society has supported several short term internships held at the British Museum and the Ashmolean Museum which have provided useful work experience for postgraduates in an intellectually exciting environment.

For more information about the Economic History Society, please visit our webpages at:
http://www.ehs.org.uk/
History Scotland - the first 10 years

Matthew Hill, History Scotland

History Scotland magazine was launched in 2001 at Edinburgh’s Royal Museum by Professor Christopher Smout, Historiographer Royal.

Created to address a growing interest in Scottish history and identity, both at home and abroad, the magazine is backed by the Scottish history and archaeology professions with leading representatives from a variety of different disciplines on an Editorial Board headed up by Dr Alasdair Ross, Lecturer in Environmental and Medieval History at the University of Stirling.

This collective, professional input allows the team behind the magazine to publish sound and accessible writing in a broad multi-disciplinary blend, pulling together the work of scholars in Scottish archaeology, history, architectural history, language, place-names, fine and applied arts, environmental studies and many other disciplines.

The magazine regularly publishes essays and articles written by academics but has always aimed to bring such writing to the widest possible readership both nationally and internationally. Ten years on, this goal is still ongoing, but the audience has certainly grown. Today History Scotland is enjoyed by thousands of readers both in the UK and around the world, thanks to a gradual increase in sales through newsagents and, more recently, the introduction of a digital version of the magazine, available as an ‘app’ on handheld devices, or as a page-turning magazine on PC and Mac computers.

History Scotland’s publisher, Jan Davison, said: ‘The fantastic reaction to our digital edition and app has proved that there are thousands of people around the world with an interest in Scotland’s history and heritage. Thanks to the technology, which allows you to read each issue on an iPad or iPhone, or on a PC or Mac, we now have many more readers from countries such as Japan, the USA and Canada. However, we appreciate that different people require different formats and the traditional print version is still the most popular medium for our readers.’

The content of the magazine continues to evolve in a bid to balance the comprehensive features with accessible information that will appeal to both professionals and amateur historians. The introduction of more news features is now keeping readers up to date with the latest research, discoveries and events, while the increase in popularity of genealogy and local history over the past decade is also reflected in the magazine.

The History Scotland team welcomes the participation of organisations, local enthusiasts as well as members of the professions, and feedback on the magazine is always welcome. History Scotland proudly sponsors the Royal Historical Society / History Scotland Prize, which rewards high-quality work by undergraduates in dissertations on any aspect of Scottish history. Each year the successful candidate is awarded a prize of £250 and, at the discretion of the Editor, his or her piece is published in a future issue of the magazine.

For more information on History Scotland, visit the website at: www.historyscotland.com or call 01778 392463 to subscribe to the print edition. Information on events, lectures, conferences, exhibitions or news, and any feedback, should be sent to: info@historyscotland.com
RHS: Education Policy Committee

Peter Mandler, Chair of RHS Education Policy Committee

The Society’s Education Policy Committee, which I’ve been chairing for the past two years, has an important role in turning outwards to wider society and policymakers, as discussed by Colin Jones in his Presidential note in this issue. The Committee has a particularly congested agenda, because it deals both with schools and with universities, and the teaching of history at both levels has become a hot potato. On schools, we rightly rely heavily on our partners in the Historical Association. We focus our attention on the later stages - GCSE and especially A-Level - where we think we have more to contribute. We hold an annual meeting with representatives of the English and Welsh examination boards, in which we monitor the trends in who takes history and what kinds of history they take. The exam boards seem to value this opportunity to speak to each other on a neutral ground, and of course we value highly the opportunity to pool their experience. One thing we’ve learned is to be sceptical of the constant cry that ‘history is in danger’. Levels of uptake for history GCSE and A-Level have remained stable for the past decade. There’s not much evidence that history in the schools after age 14 is fading or becoming more socially exclusive.

That said, noises coming out of the government’s current national curriculum review suggest that a move may be in the offing to make history, as well as geography and a foreign language, compulsory to 16. My own hope is that if this is so, these subjects will be made compulsory as full GCSEs. A two-tier system, with some ‘core’ subjects oddly relegated to a lower tier, not examined at GCSE level, will be doing history no favours. The alternative would be something more like the government’s current ‘English Baccalaureate’ (E-Bacc), but made compulsory for all students rather than the object of competition in league tables. My hope here is that we don’t succumb too easily to the temptations of a single chronological curriculum starting with the ancient world and ending at 16 with the modern. That would only exacerbate the tendency in the system at present to focus older students on the 20th century.

As a society devoted to the promotion of scholarship, we have even more of a vested interest in higher education. Like the numbers taking history exams in school, the numbers taking history degrees have held up remarkably well during the rapid university expansion of the last generation. Our committee is now keeping a close eye on the effects of the new fee regime on humanities subjects. Applications for history this year dropped 7%, about the average for all subjects. But public discourse around universities is increasingly urging students to consider the economic value of their courses in a very narrow way and in this environment we need to be arguing publicly for the wider cultural value of the study of history. Another worry is that history will be seen as more of an elite subject, a luxury only the already wealthy can afford. There have been closures of history departments, but only at post-1992 universities which are doing the heavy lifting as far as access goes. ‘History for all’, long a mantra at schools level, needs to be a message we convey in higher education as well.

Finally, we need to deal with access to the history profession as well as history education. Mounting undergraduate debt in future will make funding for Master’s and PhD courses more important if access to academic and scholarly careers is to be kept properly meritocratic. One recent concern of our committee has been the decision of the Arts and Humanities Research Council to end Master’s and severely curtail PhD funding, even though their overall budget has been ringfenced for the next five years. Through the coordinating efforts of the Arts and Humanities User Group we recently joined 15 other learned societies in making a joint representation on this issue with the AHRC.

As historians our natural instinct is to immerse ourselves in the past, and this doesn’t always equip us well to operate in the present. But to keep doing our job in difficult economic and political circumstances we need to make our fellow citizens aware of the value of what we as historians do. This is a mission in which a larger portion of the membership can be fruitfully engaged. More of us need to steep ourselves in the policy documents of government bodies and the information-gathering agencies. More of us need to challenge the mythmaking that festers in the all-too-ephemeral and undereducated columns of the press and the blogosphere. Every citizen a historian - that means, too, every historian a citizen.
RHS Publications

The next two volumes in the Society’s Studies in History Series and of the Camden Series will appear shortly. Prices are detailed in the enclosed Subscription Renewal Form; payments may be made together with annual subscriptions.

Elaine Murphy
The War at Sea in Ireland, 1641–1653

The conflict on the Irish seaboard between the years 1641 and 1653 was not some peripheral theatre in the Wars of the Three Kingdoms. This first full-length study of the war at sea on the Irish coast from the outbreak of the Ulster rising in 1641 to the surrender of Inishbofin Island, the last major royalist maritime outpost, in April 1653, shows that it was rather the epicentre of naval conflict with important consequences for the nature and outcome of the land conflicts in Ireland and elsewhere.

A clear and comprehensive narrative account of the war at sea is accompanied by careful contextualisation, with full analysis of its Irish, British and European dimensions. Moving beyond traditional accounts of naval campaigns, it integrates warfare at sea into the wider dimension of political and economic developments in Ireland, England and Scotland. Extensive use is made of a wide range of archival material, in particular the High Court of Admiralty papers held in the National Archives at Kew. This book will appeal to scholars and students of the War of the Three Kingdoms in the 1640s and 1650s. With its focus on maritime warfare in the 1640s it will be of particular interest to military and naval historians working in the early modern period.

Ian Jones
The Local Church and Generational Change

The ongoing debate about secularisation and religious change in twentieth-century Britain has paid little attention to the experience of those who swam against the cultural tide and continued to attend church. This study, based on extensive original archive and oral history research, redresses this imbalance with an exploration of church-based Christianity in post-war Birmingham, examining how churchgoers interpreted and responded to the changes that they saw in family, congregation, neighbourhood and wider society. One important theme is the significance of age and generational identity to patterns of religiosity amidst profound change in attitudes to youth, age and parenting and growing evidence of a widening ‘generation gap’ in Christian belief and practice. In addition to offering a new and distinctive perspective on the changing religious identity of late twentieth-century English society, the book also provides a rare case-study in the significance of age and generation in the social and cultural history of modern Britain.

Geoffrey Hicks, John Charmley and Bendor Grosvenor, eds. Documents on Conservative Foreign Policy, 1852-1878 (Camden vol. 41)

This volume publishes extracts from over 500 primary documents, with detailed introduction and thorough editorial commentary, relating to the foreign policy of a succession of British Conservative governments in the nineteenth century. It examines the three minority administrations of the fourteenth Earl of Derby (1852; 1858-9; 1866-8) and the two governments led by Benjamin Disraeli (1868; 1874-80). It concludes with the resignation of the fifteenth Earl of Derby as Foreign Secretary in 1878.

John Fielding, ed., The Diary of Robert Woodford, 1637-1641 (Camden vol. 42)

Woodford’s diary, here published in full for the first time with an introduction, provides a unique insight into the puritan psyche and way of life. Woodford is remarkable for the sheer consistency of his worldview, interpreting all experience through the spectacles of godly predestinarianism. His journal is also a fascinating source for the study of opposition to the Personal Rule of Charles I and its importance in the formation of Civil War allegiance, demonstrating that the Popish Plot version of politics, held by parliamentary opposition leaders in the 1620s, had by the 1630s been adopted by provincial people from the lower classes. Woodford went further than some of his contemporaries in taking the view that, even before the outbreak of the Bishops’ Wars, government policies had discredited episcopacy altogether, and cast grave doubt on the king’s religious soundness. Conversely, he regarded parliament as the seat of virtue and potential saviour of the nation.
**Society News**

**RHS and History Lab Plus (HL+)**

Adam Smith, RHS Honorary Secretary

History Lab Plus (HL+) is a network of early career historians. Readers of the RHS Newsletter may already be familiar with ‘History Lab’, the PhD workshop run by the IHR for historians in the London area. HL+ has grown out of this organisation and its primary aim is to provide support and advice for historians at the beginning of their academic careers, regardless of subject matter or location.

Membership of History Lab Plus is free, and open to those who are about to complete their PhD as well as everyone who has finished their PhD no more than three years previously (unless you have taken time out for family or similar reasons).

We provide training in the key skills early career historians need to develop, from honing your interview presentation to course design to working with non-academic audiences. We aim to be a voice for early career historians, identifying their needs and creating solutions.

In May, the RHS joined forces with HL+ at our scheduled lecture, by Professor Steve Smith. On 4 May, members of HL+ were invited to the lecture and the reception afterwards. The following morning, Saturday 5 May, there was a joint RHS/HL+ workshop entitled ‘Becoming a Historian’ at which Colin Jones, Peter Mandler, Margot Finn and others discussed the REF, research funding applications and ‘networking’.

If you, or anyone you know, would like more information about HL+ please visit: http://historylabplus.blogspot.com

**New Fellowship category: Emeritus Fellow**

At the Anniversary Meeting on 26 November 2011, Council proposed for approval the creation of a new category of Emeritus Fellow. The proposal was approved by the meeting and will be operative from 1 July 2012 for the forthcoming 2012-13 subscription year. Current Retired Fellows may apply to transfer to this new category at the age of 75 years or after 40 years’ Fellowship of the Society. It was agreed that Emeritus Fellows will not incur a subscription fee and will continue to enjoy the current benefits of Fellowship with the exception of the annual volume of Transactions. This will be offered separately at a preferential rate together with Camden and Studies in History publications.

Any Retired Fellows meeting the criteria and who wish to transfer to the new category should contact Sue Carr, the Executive Secretary and confirm either their date of birth or date of election to the Fellowship.

Contact: s.carr@ucl.ac.uk or tel. 020 7387 7532, or in writing to the Society.

**Experts and the Media**

The Society is frequently approached by the media to suggest historical experts who might contribute to documentaries and interviews. The Executive Secretary, Sue Carr, maintains a list of Fellows and Members with their area(s) of expertise. If you would like us to put your name forward, please email Sue (s.carr@ucl.ac.uk) marking your communications ‘RHS Experts’ indicating your research field(s) and contact details that we may pass on.

**STOP PRESS:**

**Bibliography in British and Irish History**

**Special RHS membership individual subscription rate**

The Society has negotiated with Brepols to offer individual subscription rates for access to the BBIH, with effect from autumn 2012.

Please see the enclosed flyers within the Newsletter for further details.
Texts and Calendars

In 1934, Council decided to reorganise the Society’s Library. It was agreed that the RHS Library should be converted into a collection of printed primary source material for the history of Britain and her colonies. This was subsequently narrowed down to England and Wales.

The RHS continues to collect sources for the study of English and Welsh history, and its collection is currently housed within the UCL History Library. It is available for consultation by not only the Society’s membership but also the academic and student population of UCL. Following a 2011 review of our subscription policy and coverage of national and regional societies, we have commenced new subscriptions to regional history societies not previously included in the Society’s collection, and will continue to look into expanding the collection to include new regional historical output. The collection’s coverage of regional Welsh and Irish societies in particular is still limited and we would welcome suggestions from our membership as to societies whose publications might enhance our collection.

An important element of the Society’s collection is the Texts and Calendars series, originally published in hard copy, and now continued in an online format. Texts and Calendars aims to provide a simple, descriptive account of published primary source material that is contained both within the RHS Library and elsewhere in order to help historians with their research.

Two printed volumes of Texts and Calendars were produced, in 1958 and 1982. These volumes provided detailed descriptions of the collections of official bodies such as the national record offices and other local record societies. A third volume (D & W B Stevenson, Scottish Texts and Calendars: an Analytical Guide to Serial Publications (1987)) was later published in conjunction with the Scottish History Society to include the publication output of Scottish national and local societies.

When the decision was taken to cease publishing the Texts and Calendars series, the Society decided it would continue to update these important listings on its website. In place of the analytical content of the original publications, a simple descriptive format was chosen. Work on the majority of the entries was completed in 2011, and the last inclusions will appear by autumn 2012. The Executive Secretary, Sue Carr will continue to update entries annually as part of the ongoing project.

The online edition of Texts and Calendars covers a wide range of historical themes, from national and regional records, economic, cultural, political and religious history, and special interests such as naval, exploration and military history. Students and historians interested in any of these themes may find it helpful to consult the online edition of Texts and Calendars. This lists the printed primary source material produced by each society. These publications may then either be purchased or, in many instances, consulted in the Society’s Library.

Bearing in mind the Society’s obligations, as a registered charity, to disseminate information to the wider historically engaged public, we have found the T&C page to be a useful facility for members of the researching public who are unaware not only of the existence of these societies but also of their important research output. The links to these societies, their publications and membership will, we hope, encourage members of the public of all ages and backgrounds to interact with local and national historical societies to promote the study of our national history.

Please have a look at the Text and Calendars page and let us know what you think.
http://www.royalhistoricalsociety.org/textandcalendars.php
Any suggestions for improvements or additions are welcome to Sue Carr, Executive Secretary, at: s.carr@ucl.ac.uk
Forthcoming Events

Friday 4 May 2012 at 5.30 p.m.
Gustave Tuck Lecture Theatre, UCL
Professor Steve Smith (EUI)
“Supernatural Politics in Stalin’s Russia and Mao’s China”

Wednesday 4 July 2012 at 5.30 p.m.
Cruciform Lecture Theatre 1, UCL
The Prothero Lecture
Professor Joanna Bourke (Birkbeck)
“Pain: A History of Sensation”

Friday 21 September 2012 at 5.30 p.m.
Gustave Tuck Lecture Theatre, UCL
Professor Judith Pollman (Leiden)
“On the experience of change in early modern Europe”

November 2012
The Colin Matthew Memorial Lecture for the Public Understanding of History, in co-operation with Gresham College, London
Professor Justin Champion (Royal Holloway)
“Why the Enlightenment still matters today”

Friday 23 November 2012
Gustave Tuck Lecture Theatre, UCL
Presidential Address: “French Crossings. IV”
Professor Colin Jones